

## W G Sanders Middle

136 Alida Street  
Columbia, South Carolina 29203

**Grades** 6-8 Middle School

**Enrollment** 546 Students

**Principal** Andrenna A. Smith 803-735-3445

**Superintendent** Dr. Allen J. Coles 803-231-7500

**Board Chair** Lane Quinn 803-231-7556

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

### ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	14	42

### IMPROVEMENT RATING

UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

NO

This school met 9 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Below Average	Unsatisfactory	No
<b>2004</b>	Below Average	Below Average	No
<b>2005</b>	Unsatisfactory	Unsatisfactory	No
<b>2006</b>	Unsatisfactory	Unsatisfactory	No

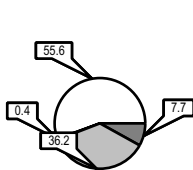
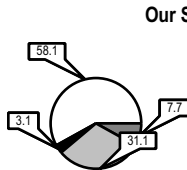
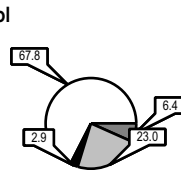
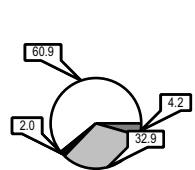
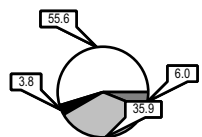
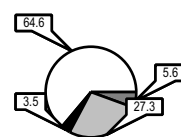
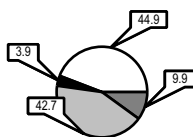
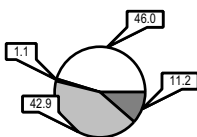
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.6%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**END OF COURSE TESTS**

Percent of students scoring 70 or above on:	<b>Our School</b>	<b>Middle Schools with Students Like Ours</b>
Algebra 1/Math for the Technologies 2	76.6	92.2
English 1	N/A	83.2
Biology 1/Applied Biology 2	N/A	40.0
Physical Science	N/A	27.7
All Subjects	76.6	84.9

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	511	98.8	55.2	36.7	7.6	0.4	12.9	No	Yes
<b>Gender</b>									
Male	274	98.5	67.8	29.3	2.5	0.4	5.4	N/A	N/A
Female	237	99.2	41.2	44.9	13.4	0.5	21.3	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	504	98.8	55.1	36.8	7.7	0.4	13.0	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	424	99.3	50.1	40.3	9.1	0.5	15.1	N/A	N/A
Disabled	87	96.6	82.2	17.8	0.0	0.0	1.4	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	511	98.8	55.2	36.7	7.6	0.4	12.9	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	511	98.8	55.2	36.7	7.6	0.4	12.9	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	413	98.8	57.4	35.3	6.7	0.5	12.4	No	Yes
Full-pay meals	98	99.0	46.0	42.5	11.5	0.0	14.9	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	511	99.2	57.1	31.2	8.3	3.5	16.8	No	Yes
<b>Gender</b>									
Male	274	98.9	65.7	26.4	4.5	3.3	12.4	N/A	N/A
Female	237	99.6	47.5	36.4	12.4	3.7	21.7	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	504	99.2	57.4	31.0	8.1	3.5	16.7	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	424	99.5	52.5	35.1	9.1	3.4	18.4	N/A	N/A
Disabled	87	97.7	81.1	10.8	4.1	4.1	8.1	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	511	99.2	57.1	31.2	8.3	3.5	16.8	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	511	99.2	57.1	31.2	8.3	3.5	16.8	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	413	99.0	59.1	30.4	7.5	3.0	15.6	No	Yes
Full-pay meals	98	100.0	48.3	34.5	11.5	5.7	21.8	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	510	99.4	66.6	24.0	6.6	2.8	9.4
<b>Gender</b>							
Male	273	99.3	71.4	22.8	3.3	2.5	5.8
Female	237	99.6	61.3	25.3	10.1	3.2	13.4
<b>Racial/Ethnic Group</b>							
White	4	100.0	I/S	I/S	I/S	I/S	I/S
African American	503	99.4	66.5	24.0	6.6	2.9	9.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	424	99.3	63.9	25.2	7.5	3.4	10.9
Disabled	86	100.0	80.8	17.8	1.4	0.0	1.4
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	510	99.4	66.6	24.0	6.6	2.8	9.4
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	510	99.4	66.6	24.0	6.6	2.8	9.4
<b>Socio-Economic Status</b>							
Subsidized meals	412	99.5	68.7	22.1	6.7	2.4	9.2
Full-pay meals	98	99.0	57.5	32.2	5.7	4.6	10.3

<b>Social Studies</b>							
All Students	510	99.6	59.8	33.0	4.6	2.6	7.2
<b>Gender</b>							
Male	273	99.6	65.1	29.5	2.9	2.5	5.4
Female	237	99.6	53.9	36.9	6.5	2.8	9.2
<b>Racial/Ethnic Group</b>							
White	4	100.0	I/S	I/S	I/S	I/S	I/S
African American	503	99.6	60.1	32.8	4.6	2.4	7.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	424	99.5	56.6	36.4	4.7	2.3	7.0
Disabled	86	100.0	76.7	15.1	4.1	4.1	8.2
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	510	99.6	59.8	33.0	4.6	2.6	7.2
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	510	99.6	59.8	33.0	4.6	2.6	7.2
<b>Socio-Economic Status</b>							
Subsidized meals	412	99.5	63.6	31.0	2.7	2.7	5.4
Full-pay meals	98	100.0	43.7	41.4	12.6	2.3	14.9

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	179	100.0	61.9	27.9	10.2	0.0	10.2
	7	185	99.5	44.3	51.7	4.0	0.0	4.0
	8	188	100.0	41.1	43.7	12.7	2.5	15.2
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	166	99.4	57.0	32.9	8.7	1.3	10.1
	7	153	99.3	50.7	39.6	9.7	0.0	9.7
	8	192	97.9	57.1	37.7	5.1	0.0	5.1
<b>Mathematics</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	179	100.0	42.9	38.8	14.3	4.1	18.4
	7	185	100.0	58.0	34.7	4.7	2.7	7.3
	8	188	99.5	57.6	33.5	7.6	1.3	8.9
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	166	99.4	47.7	35.6	11.4	5.4	16.8
	7	153	100.0	53.3	32.6	10.4	3.7	14.1
	8	192	98.4	68.0	26.3	4.0	1.7	5.7
<b>Science</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	179	100.0	66.7	23.8	7.5	2.0	9.5
	7	185	100.0	63.3	31.3	2.7	2.7	5.3
	8	188	100.0	62.0	25.3	6.3	6.3	12.7
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	165	100.0	73.6	18.2	6.1	2.0	8.1
	7	153	100.0	58.5	25.2	11.1	5.2	16.3
	8	192	98.4	66.9	28.0	3.4	1.7	5.1
<b>Social Studies</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	179	100.0	64.6	27.2	6.8	1.4	8.2
	7	185	100.0	71.3	24.0	3.3	1.3	4.7
	8	188	100.0	63.9	32.3	1.9	1.9	3.8
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	165	100.0	58.1	35.8	4.7	1.4	6.1
	7	153	100.0	56.3	31.9	5.2	6.7	11.9
	8	192	99.0	64.0	31.4	4.0	0.6	4.6

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 546)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	13.6%	Down from 43.2%	9.1%	16.7%
Retention rate	1.3%	Down from 2.5%	3.8%	2.5%
Attendance rate	95.9%	Down from 97.0%	95.6%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.6%	Down from 10.9%	0.4%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.4%	Down from 7.8%	0.4%	1.0%
Eligible for gifted and talented	12.4%	Down from 14.4%	8.6%	15.6%
On academic plans	52.6%	N/AV	52.7%	39.9%
On academic probation	51.1%	N/AV	0.8%	0.7%
With disabilities other than speech	14.0%	Up from 13.7%	13.5%	12.4%
Older than usual for grade	4.2%	Up from 3.6%	8.0%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.6%	Down from 3.3%	1.4%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 46)</b>				
Teachers with advanced degrees	63.0%	Up from 54.0%	52.8%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	26.9%	N/A	13.2%	9.1%
Teachers with emergency or provisional certificates	10.0%	No change	13.1%	5.6%
Teachers returning from previous year	86.9%	Up from 86.7%	79.0%	84.6%
Teacher attendance rate	93.7%	Down from 94.2%	94.6%	94.8%
Average teacher salary	\$47,575	Up 4.6%	\$40,577	\$42,267
Prof. development days/teacher	14.7 days	Up from 10.5 days	11.9 days	11.9 days
<b>School</b>				
Principal's years at school	1.0	Down from 6.0	2.0	3.0
Student-teacher ratio in core subjects	13.7 to 1	Down from 17.5 to 1	19.5 to 1	21.1 to 1
Prime instructional time	87.9%	Down from 89.9%	87.9%	89.0%
Dollars spent per pupil*	\$7,862	Up 6.6%	\$6,976	\$6,243
Percent of expenditures for teacher salaries*	66.5%	Down from 68.8%	56.6%	59.8%
Percent of expenditures for instruction*	72.2%		64.0%	65.2%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	92.7%	Up from 88.1%	94.6%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	Up from Good	Good	Good

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	7.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	11.5%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

This year was our first year as principal and as School Improvement Council Chair and what an exciting and busy year we had. Our students, staff and parents represented us well academically, athletically, artistically and socially.

During the 2005-2006 school year, W. G. Sanders Middle School had many outstanding achievements. These included numerous awards for our Lego Team, a championship volleyball team, a second place award in the Orlando, Florida, concert band competition, a first place award for Columbia's National youth Violence Program, two state champion Odyssey of the Mind teams, the Lt. Governor's Writing Award, and various community awards. Staff and parent awards included the Richland County School District One Volunteer of the Year Award and the South Carolina Business Teacher of the Year Award. Other achievements included S. C. Junior Scholars, Middle School Scholars, Duke TIP Scholars, District Honors Orchestra and District Honors Band. Grants received for the 2005-2006 school year include "Making Middle Grades Work," "Gateway to Technology" and "South Carolina Positive School Climate Grant."

Parent involvement and community support enhanced our instructional program. Support included USC's TRIO Program, Bojangles, Piggly Wiggly, the Vegetable Man, "You" First Family Services, the Organization of Professional Women, and a ministerial alliance group. Also our school continued its partnership with First Citizen's Bank, which provided many services including a student banking program, a tutoring program, Golden Tiger Luncheons, teacher appreciation, City Year Day and supplies for our Accelerated Reading program.

Test results indicated a need to focus additional effort on improving reading and math skills. In order to address the needs for our reading program, our school embraced the new College Board SpringBoard program, which provides strategies that are complete with reading, writing and oral presentation assignments. For math, we devoted time to learning how to use various manipulatives to meet the varied needs of our students. For improvements in all areas, our school used the Plan Do Check Act (PDCA) process. This process involves Plan: revising our teaching and learning process; Do: implementing the process and measuring its performance; Check: assessing the measurements and reporting the results to the decision makers, and Act: deciding on changes needed to improve the teaching and learning process. In support of our strategies, our School Improvement Council (SIC) has been very active in developing plans for improvement and in inviting parents to provide feedback and suggestions in planning for the upcoming school year.

Our challenges include implementing a cultural change at W. G. Sanders Middle School. In doing so, we continue to need additional parental and of increased communications among all stakeholders. We have set high standards for improvement and continue to strive for academic excellence.

Andrenna A. Smith, Principal  
Tina Herbert, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	49	166	86
Percent satisfied with learning environment	71.4%	60.2%	74.4%
Percent satisfied with social and physical environment	75.0%	56.9%	57.6%
Percent satisfied with school-home relations	54.2%	71.9%	75.9%

\*Only students at the highest middle school grade level at this school and their parents were included.